DOCUMENT RESUME

ED 050 362 CG 006 358

TITLE Career Guidance Through Groups. A Job Placement and Group Vocational Guidance Program for High School Youth. Phase II July 1, 1969 Through August 15, 1970.
INSTITUTION Vocational Guidance Service, Houston, Tex.
SPONS AGENCY Manpower Administration (DOL), Washington, D.C.
PUB DATE 70
NOTE 71p.

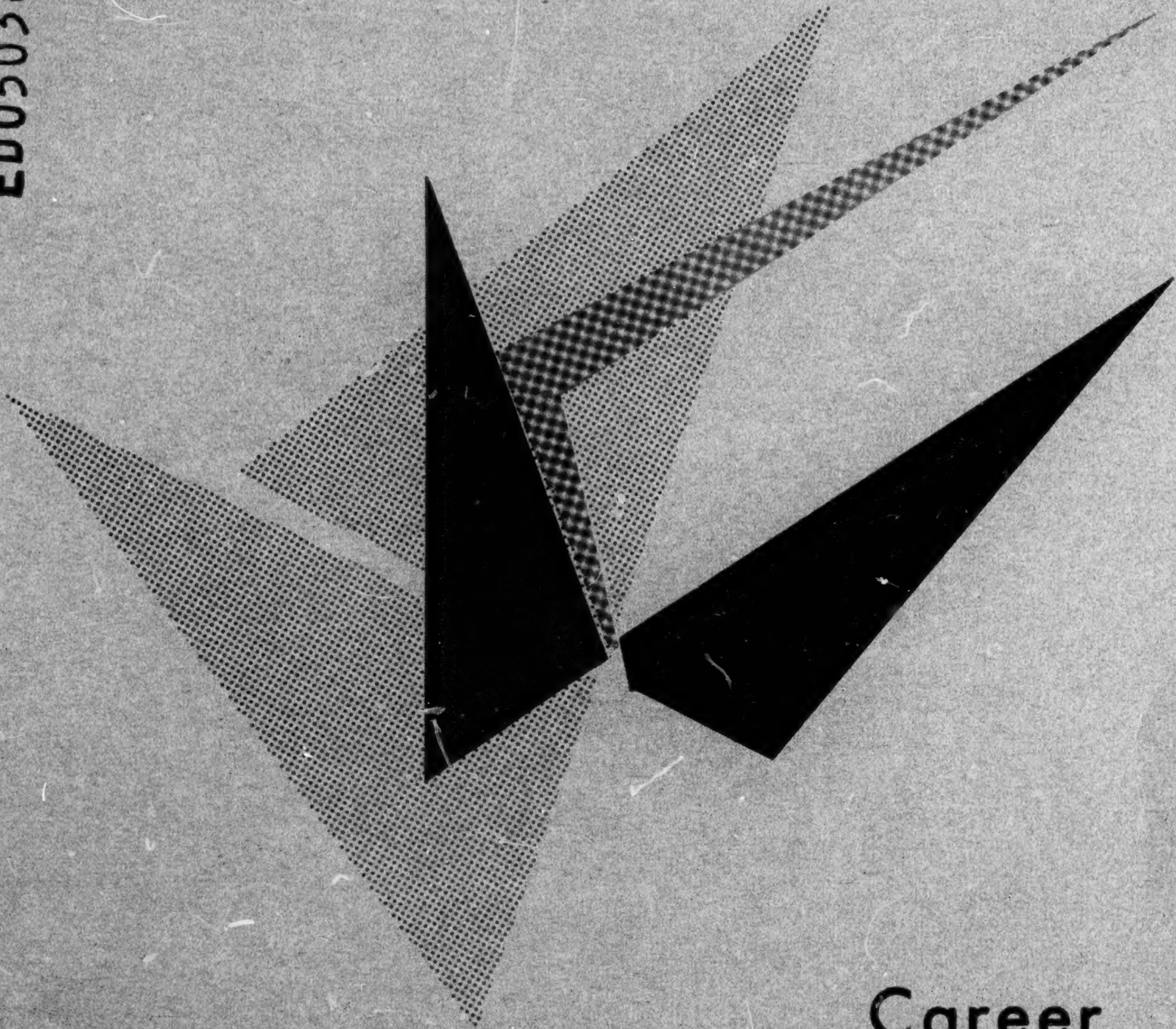
EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Career Opportunities, Career Planning, *Disadvantaged Youth, Economically Disadvantaged, Education, *Group Guidance, *Job Placement, *Minority Group Children, Minority Groups, Occupational Choice, *Occupational Guidance, Program Descriptions, Urban Areas, Urban Environment, Vocational Counseling, Vocational Development

ABSTRACT

The first two operational years of the Houston area Vocational Guidance Service's Group Guidance Program for minority high school youth who live in economically disadvantaged urban areas is described. The program is experimental and is designed to prepare youth to make a positive transition from high school to suitable employment or post high school training. Objectives include: (1) exposing students to national and local labor market information and manpower trends; (2) helping students learn and implement techniques for employment and career planning; and (3) facilitating job-seeking techniques. Complete program activities are described for both years. First year results indicate that participants were more aggressive in the labor force, were better equipped to enter the labor force and earned higher wages. A second year evaluative summary points to success in respect to knowledge and motivational effects on participants, staff adequacy, program-school relationships, and program relevance to the target population. Plans for the third year are discussed. (TL)

ED050362

F-LAB
CG



Career Guidance Through Groups

An Experimental & Demonstration Project Conducted by the Vocational Guidance Service in Houston, Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Funded By U. S. Department of Labor, Office of Research & Development

CG 006 358

VOCATIONAL GUIDANCE SERVICE

Board of Directors

Mr. Donald L. Blair, President
Mrs. Clovis Heimsath, First Vice-President
Mrs. Adie Marks, Second Vice-President
Mr. David Keeper, Secretary
Mr. Myron Sandler, Treasurer

Group Guidance Program Committee

Dr. Robert A. Wise, Chairman

Mr. Donald L. Blair
Mr. Jim Coates
Mr. Robert L. Grinaker
Mrs. Alice Haynes
Mr. Leo Middleton
Mr. Randall G. Miller
Dr. Louis R. Robey
Mrs. Bertha Salsburg
Mr. Bernard Walker

Vocational Guidance Service

Mr. Robert H. Wettleson, Executive Director

Group Guidance Program Staff

Mr. A. Keith Turkington, Project Director

Mr. Ken Holliday, Supervisor

Mrs. Joan Delaney, Employer Relations Counselor

Miss Carol Anderson
Mrs. Kathryn Calvin
Miss Karen Crouse
Mr. Harry Davis
Mr. Roberto Guerra

Miss Ina Sue Hirsch
Mrs. Ellen Koshenina
Mrs. Vernice Whitfield
Mr. David Williams
Mr. Jerry Wyatt

Mrs. Mary Ellen Busby
Mrs. Mary Kay Hanel
Miss Carolyn Higdon

ED050362

THE GROUP GUIDANCE PROGRAM

A Job Placement
and
Group Vocational Guidance Program
For High School Youth

PHASE II

July 1, 1969, through August 15, 1970

VOCATIONAL GUIDANCE SERVICE

Houston, Texas

Manpower Administration
U. S. DEPARTMENT OF LABOR

CONTRACT 82-46-68-42

This special manpower project was prepared under a contract (number 82-46-68-42) with the Manpower Administration under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

TABLE OF CONTENTS

Page

I. SUMMARY AND FACT SHEET
  A. Group Guidance Program Summary.............. 1
  B. Fact Sheet.................................. 4

II. PREFACE 6

III. ACKNOWLEDGMENTS 8

IV. INTRODUCTION 10
  A. Description of the City of Houston.......... 12
  B. Description of Areas Served................. 13
  C. Staff Selection Criteria.................... 15
  D. Curriculum.................................. 15
  E. Utilization................................. 16

V. OVERVIEW - YEAR I
  A. Activities with Students.................... 17
  B. Follow-up Activities - Year I............... 25
  C. Research Evaluation - Center for Human Resources.................................. 27
  D. Conclusions - Year I........................ 27

VI. ACTIVITIES - YEAR II
  A. Program Development......................... 30
  B. Activities in the Schools................... 31
  C. Group Processes............................. 34
  D. Individual Counseling and Placement Activities.................................. 35
  E. Group Guidance Program Follow-up Activities - Phase II.................................. 37
  F. Evaluation Year II - Center for Human Resources.................................. 38

VII. ACTIVITIES WITH BUSINESS AND ORGANIZED LABOR ... 42

VIII. ACTIVITIES WITH CONSULTANTS 44

IX. PLANS FOR YEAR III
  A. Activities in the Schools................... 47
  B. Activities With Students.................... 47
  C. Plans for Utilization....................... 52

X. ADDENDUM 54

LIST OF TABLES

Page

TABLE I DEMOGRAPHIC DESCRIPTION OF AREAS SERVED 14

TABLE II TOTAL NUMBER OF PARTICIPATING SENIORS, 1968-69 18

TABLE III TYPICAL COUNSELOR SCHEDULE 20

TABLE IV TOTAL NUMBER OF PARTICIPATING JUNIORS, 1969-70 32

TABLES V TOTAL NUMBER OF PARTICIPATING SENIORS, 1969-70 33

TABLES VI VII VIII FOLLOW-UP ACTIVITIES 40

TABLE IX SALARY GROUPING BY SEX AND RACE 41

I. SUMMARY AND FACT SHEET

A. Group Guidance Program Summary

The employment problems of minority youth who live in economically disadvantaged urban areas have been well documented. These problems are manifested by abnormally high rates of unemployment, delinquency, and crime. The resources in the communities where minorities live are extremely limited in regard to occupational guidance and counseling, employment, and training. The youth usually have to leave their home environs to seek assistance in any of these areas.

The Vocational Guidance Service - Group Guidance Program (Department of Labor Contract Number 82-46-68-42) is an experimental and demonstration project in Houston, Texas, designed to prepare youth to make a positive transition from high school to suitable employment or post-high school training. Group processes are being used to meet several objectives. First, the students are exposed to national and local labor market information and manpower trends. Second, the students learn and implement techniques for employment and career planning. Finally, they become adept in job-seeking techniques.

An additional objective of the Group Guidance Program is to demonstrate the need for more professional job placement assistance within the school setting. Any effective, positive transition from one institutional environment to another requires not only preparation, but also the implementation of activities prior to the effected change. Therefore, just as colleges and universities offer placement services and arrange interviews for seniors prior to their graduation, similar procedures should be offered youth planning to enter the labor market upon graduation from high school.

The Group Guidance Program is currently beginning its third and final year of operation. For the past two years the project has involved 3,589 11th and 12th grade students in 16 Houston and Harris County high schools. All but three of these high schools are located in low-income areas with high densities of Negro and Mexican-American residents.

The project design provides occupational guidance and counseling for students from the 10th through the 12th grades. Assistance in job placement is offered to graduating seniors as well as to those youth who must have after-school and summer employment in order to remain in school. Local offices of the Texas Employment

Commission provide personnel to work in conjunction with the project. Emphasis is placed on the involvement of local firms, business and trade associations, and organized labor offices with the project staff and participating students.

Students who participate in the program meet in small groups. Due to the nature of the subject matter, it is felt that the most effective way for learning to take place is by structured group interaction. The rationale is that, collectively, the students are aware of many facets of jobs and career planning--and, if properly stimulated, can teach one another more effectively than can an adult "pound it into them."

The staff of the Group Guidance Program has developed curriculum material which spans a twelve- to fourteen-week period for one semester of the 10th and 11th grade levels. The 11th grade material requires each group of students to identify with various levels of company management and line supervision in order to solve a series of employment related problems. The appropriate solutions to these problems with supplemental information supplied by the counselor constitute the subject matter as outlined in the general and specific goals of the original proposal. The curriculum also includes problems of positive and negative attitudes exhibited by the case "characters" which need to be dealt with by the students. On numerous occasions we have seen spontaneous transfer to discussion from the hypothetical case situations to the real life problems of being tardy to school, excessive absenteeism, and unwillingness to communicate among others.

Once the student groups are established in the high schools, an orientation session takes place and 35mm slides are shown which depict numerous employment situations of an actual company in Houston. The students listen to a taped narration describing the company, the product, and its uses. They are then told that for the next 12 weeks they will "run the company" and during that time will be faced with making many decisions which will not only affect production --but also the lives of "their employees." The students are then requested to name their company and are given an idea of what will take place the following weeks.

Upon reaching the 12th grade they are seen individually by project staff to finalize post-high school plans and to initiate appropriate activities.

The University of Houston Center for Human Resources which is conducting research and evaluation of this program indicates in their initial report that significant progress is being made. The Texas Education Agency is following the activities and findings of the Group Guidance Program, and a special Texas Senate Citizens' Committee on Vocational Counseling is requesting data on the project. It is anticipated that the comprehensive guidelines which are being developed will be useful to schools and other institutions across the nation.

B. Fact Sheet

A JOB PLACEMENT AND GROUP VOCATIONAL GUIDANCE PROGRAM FOR HIGH SCHOOL YOUTH

Years I and II

CONTRACTING AGENCY:	Vocational Guidance Service 2300 Caroline Houston, Texas 77004 (713) 225-0053
PROJECT OFFICE:	Group Guidance Program 1801 Lyons Avenue Houston, Texas 77020 (713) 225-3509 / 225-0816
FUNDING AGENCY:	U. S. Department of Labor Manpower Administration Office of Research and Development
CONTRACT NUMBER:	82-46-68-42
OPERATIONAL DATES:	Year I June 28, 1968, to August 27, 1969 Year II August 28, 1969, to July 31, 1970
PROGRAM DESCRIPTION:	A comprehensive group guidance and job placement program which seeks to prepare youth to make and implement logical post-high school employment and/or training plans.
AREA OF OPERATION:	Sixteen senior high schools in the Houston, Aldine, Northeast Houston, Galena Park, and Crosby Independent School Districts.

STATISTICAL DATA:

	Year I	Year II	
	12th Grade	11th Grade	12th Grade
Total Active Participants*	1243	1224	1122
Sex:			
Male	611	547	519
Female	632	677	603
Ethnic Origin:			
Caucasian	410	117	143
Negro	808	1059	881
Mexican-American	25	48	98

---

*Not including control students.

II. PREFACE

The Vocational Guidance Service of Houston, Texas, a United Fund Agency, has been serving the community of Houston and Harris County for the past twenty-five years. The agency originated in 1945 as the Jewish Vocational Service, but upon acceptance as a United Fund agency in 1955, the name was changed to Vocational Guidance Service.

The primary focus of Vocational Guidance Service over the years has been in the field of human resources. Specifically, the agency is known and respected for career counseling and special placement services for all segments of the community including the physically handicapped, former mental patients, refugees, the underemployed, and other groups manifesting employment problems.

Throughout its years of service the agency has conducted a number of special projects. The most recent programs are exemplified by the following:

1) The Southmore House -- Funded by a contract with the Department of Health, Education and Welfare, the Southmore House was one of the first halfway houses in the nation designed to assist narcotic addicts released from the National Institute of Mental Health Hospital (formerly called the U. S. Public Health Service Hospital) in Fort Worth, Texas, and the Texas Department of Corrections. The Southmore House operated as an experimental project from 1964 until 1968. As a result of that operation, Vocational Guidance Service currently contracts with the National Institute of Mental Health, HEW, to continue to provide extensive rehabilitation services for former drug abusers and addicts.

2) Job Opportunities for Youth Program -- A Neighborhood Youth Corps Project, JOY has been named a model program since 1966 by Department of Labor officials.

3) New Careers -- Operated under a contract with the Concentrated Employment Program and funded by the U. S. Department of Labor, New Careers prepares indigent residents of the CEP target area to serve in para-professional positions in the field of human services. New Careerists are offered a unique combination of on-the-job training and specialized formal education in order to become qualified for such positions as teacher assistants, health investigators, library assistants, and many others.

4) JOY-CEP -- A separate component of the JOY Project, also funded by the Concentrated Employment Program, this project provides training to youth and adults through on-

the-job experience and classroom study.

The aforementioned projects represent only a few of the programs undertaken by Vocational Guidance Service. Numerous others have been conducted by the agency over the years in cooperation with such agencies as the Texas Employment Commission, Texas Vocational Rehabilitation, the Lighthouse for the Blind, St. Joseph's Hospital, and others.

The agency is governed by a board of directors made up of lay people representing all major races and creeds in Houston. The board of directors includes representatives from the area school systems, business and industry, organized labor, law, religion, and others.

III. ACKNOWLEDGMENTS

In completing the second year of operation of the Group Guidance Program, we would like to acknowledge the many associations and individuals who have aided in the planning and implementation of the project. We heartily commend all the local offices, businesses, agencies, and other entities which provided personnel and guidance to us in our efforts to assist youth bridge the gap from high school to the labor market or post-secondary training and educational programs. The following list includes a few of these many contributors.

U. S. Department of Labor:
Mr. Seymour Brandwein, Associate Director Office of Research and Development
Mr. William R. Throckmorton, Project Officer
Mr. Merlin Myers, Past Project Officer

Houston Independent School District:
Mr. J. B. Whiteley, Assistant Superintendent of Vocational and Adult Education
Mrs. Mauryne Dailey, Director of Guidance Department
Mrs. Ruth Denney, Administrator in Charge Volunteers in Public Schools

Texas Education Agency:
Mr. Jack Gilliam, Director Division of Guidance Services
Mr. Verne Laws, Career Guidance Consultant

Region IV, Education Service Center:
Mrs. Anna Davis, Guidance Coordinator

University of Houston:
Dr. J. Earl Williams, Director Center for Human Resources
Dr. Joseph E. Champagne, Associate Director Center for Human Resources
Dr. J. Don Boney, Consultant
Dr. Eugene B. Doughtie, Consultant
Dr. Gerald E. Osborne, Consultant
Dr. G. Robert Ward, Consultant

Texas Southern University:
Dr. J. B. Jones, Professor of Psychology
Dr. Peter B. Thornton, Professor of Psychology

Texas Employment Commission:
Mr. Homer Jackson, District Director
Mr. S. W. Braden, Assistant District Director
Mr. Robert Dale Hopson, Employment Counselor
Mrs. Margaret Harrington, Employment Counselor

Human Resources Development Institute (AFL-CIO):
Mr. Donald W. Bridges
Area Manpower Representative

Apprentice Opportunity Program of Houston Building and Construction Trades Council:
Mr. French H. Moreland, Recruiter Specialist

U. S. Civil Service Commission - Houston Area Office:
Mr. Leroy Fair, Personnel Management Advisor
Mrs. Mona Rushing, Supervisory Staffing Assistant
Miss Mary Alice Eureste, Staffing Clerk

Ambox Inc.:
Mr. James E. Keith, President
Mr. Richard D. Allen, Personnel Manager

Atlantic Richfield Company:
Mr. William N. Jordan, Labor Relations Assistant

Southwestern Bell Telephone Company:
Mr. John H. Jackson, Employment Manager
Mrs. Ruth Enochs, Employment Counselor

American Institute of Chemical Engineers (South Texas Section)

Houston Personnel Association

Houston Council on Merit Employment

There are many other individuals who have provided this project staff with ideas and who have assisted in the actual program. Space limitations preclude acknowledging all of these people, but a special note of gratitude is extended to the administrators, counselors, and teachers of the school districts within which this program has operated during the past two years. These districts include Aldine Independent School District, Crosby Independent School District, Galena Park Independent School District, Houston Independent School District, and Northeast Houston Independent School District.

Finally, with great respect, we would like to rededicate this annual report to Mr. Frederick Wiener, our late executive director, under whose authorship and guidance this program became a reality, and Dr. Charles S. Borsuk, our original project officer.

IV. INTRODUCTION

The first change of attitude toward hiring minority groups in other than traditional jobs was initially felt in Houston in the middle and late 1950's. This change was noted by the Texas Employment Commission, Vocational Guidance Service, and other job referral agencies which had been attempting to open the way to equal employment for Houston's Negro and Mexican-American citizens. Many companies began to think in terms of promotion of minority group employees from within company rank. Generally, however, this was a difficult task due to the type of jobs that these employees held and their lack of formal or technical training. It became evident to many educators that minority group students would have to be exposed to a vast increase of information pertaining to jobs available in the private sector so they could more adequately make post-high school training plans or be better prepared to apply for employment after graduation from high school.

Frequently requests came from counselors and administrators in many of the Negro junior and senior high schools in Houston and Harris County for Vocational Guidance Service personnel to visit the schools and talk with groups of students. At that time the agency had a staff of five counselors, therefore, it was only possible to provide schools with a portion of the counseling that was being requested. Nevertheless, one counselor was assigned full time to work in the schools which generated requests for more services from the agency.

In 1966 work was started by Vocational Guidance Service on developing a comprehensive occupational awareness and guidance project which could effectively demonstrate the necessity for such a program to be adopted by the school systems themselves. This project called the Group Guidance Program had three aims: 1) to help youth stay in school; 2) to help youth to realistically plan their occupational or post-high school training goals; and 3) to help youth make the transition from school to work without difficulty.

While teachers and counselors in the communities' minority group schools were already providing some counseling and guidance activities, much more work was needed in this area as evidenced by subsequent studies such as one conducted by the Center for Human Resources of the University of Houston.[1] In general, these studies have indicated that much of the failure of minority group youth attempting to obtain employment can be attributed to employer negativism. There was also overwhelming evidence that minority group students could not or would not conduct themselves in job securing practices acceptable to employers.

---

[1] Joseph E. Champagne and Robert L. Prater, Teenage Employment: A Study of Low Income Youth in Houston, Texas, Houston: Center for Human Resources, University of Houston, July, 1969.

Several innovative measures were envisioned in this project to meet the challenge. These included extensive small group counseling in atmospheres conducive to free interaction between students and counselors; more involvement from the private employment sector and organized labor; and the development of job placement services within the school setting to assist students desiring employment commitments for a job prior to their graduation.

The original project design incorporated the following objectives:

1) to help disadvantaged youth overcome barriers to employment upon graduation from high school;

2) to effect closer relationships between employers and job-seeking youth;

3) to develop an effective pattern of working relations among the schools, Texas Employment Commission, and local employers and their units which facilitate youth employment;

4) to provide systematic work preparation and counseling to give youth greater skill, motivation, knowledge of and insight of themselves in relation to the world of work;

5) to establish job development and placement activities conducted by Group Guidance Program personnel for graduating students.

In 1967 the office of Manpower Administration of the U. S. Department of Labor indicated an interest in the experimental aspects of the program which sought to explore some of the problems involved in the "school-to-work" transition and help other urban communities experiencing similar youth employment problem situations. A full proposal was developed by Vocational Guidance Service while the Center for Human Resources outlined a research component designed to test the effectiveness of the program in the three-year project.

A complete description of the first year of operation follows in Chapter V, Overview - Year I. Year II is described in detail in Chapter VI.

A. Description of the City of Houston

So that urban community leaders may be able to compare their own environs and possible corresponding youth employment problems to this project site, a short description of Houston-Harris County information relevant to the project areas served and staff selection criteria is as follows.

The city of Houston currently has a population of 1,212,976 people.[1] Current information from the Mayor's office indicates that approximately 300,000 or 25 per cent of the total population is Negro, and 140,000 or approximately 11.5 per cent of the total population is Mexican-American. Recent studies of Houston population characteristics further reveal that significant numbers of Negroes from East Texas and Mexican-Americans from South Texas move to Houston and other cities each year to obtain better paying jobs.[2]

The city of Houston was originally divided into political wards, but still has no commercial or residential zoning laws. As a result, the area's greatly diversified industries and businesses are located in all parts of the city and county, with the exception of the oil and other "heavy" industries which are situated along the Houston Ship Channel leading to the Gulf of Mexico. The city has no public subsidized transportation system. The resulting high costs for long and complicated bus rides over the vast industrial and commercial area greatly hinders employment possibilities for individuals not owning automobiles (see Table I).

---

[1] Data from Houston Chamber of Commerce, 1970.

[2] Selected studies published by the Texas Agricultural Project H-2611, "Human Resources Development and Mobility in the Rural South," under the direction of Dr. William P. Kuvlesky, Department of Agricultural Economics and Sociology at Texas A & M University have repeatedly documented this trend. Also, the Report of the Governor's Committee on Public School Education in Texas estimates that 76% of the Texas school age population will be concentrated in metropolitan areas and that by 1980, the percentage will have increased to 81%. Kuvlesky's research has noted that over 80% of the Mexican-American population resides in metropolitan areas and they still remain one of the most economically disadvantaged groups in Texas. Another research study conducted in East Texas revealed that 73% of the sample (61% Negro and 12% White) planned to move into an urban area with Houston being the nearest large city (Houston Chronicle, October 29, 1967). Preliminary data from current research conducted by Rice University and the University of Houston also indicates a high migration rate into Houston by Mexican-Americans and Negroes.

Finally, much of the city's attraction for new residents can be attributed to the Manned Spacecraft Center and modern industries such as electronic component and instrumentation manufacturing, petro-chemical products, medical resources, and other industries striving for modernization and new growth. There is little opportunity for those individuals who do not have the necessary lingual abilities, technical skills, or other kinds of post-high school training required to integrate successfully into the employment community.

B. Description of Areas Served

The Group Guidance Program is currently operating in four senior high schools located in the Model Cities target area. Of the remaining twelve original schools hosting the program, ten are in the areas closely resembling the target area (see Table I). The following description of Houston's Model Cities target area is representative of almost all school areas served by this project.

The Houston Model Cities target area includes a high concentration of Negroes and Mexican-Americans who have been traditionally discriminated against in the areas of housing, employment, and education. A survey conducted in the target area found that it contained 42 per cent of the city's substandard housing, 30 per cent of all families who earn less than $3,000 per year, 27 per cent of all unemployed males, 30 per cent of all persons with less than eight years of schooling, and nearly one-third of both juvenile and adult arrests made in the city.[1]

The original comprehensive project proposal included a provision for a "tooling-up" period prior to entering the schools to begin group counseling with students. Office space, recruiting of staff, specific relationships with school personnel and a host of other problems had to be resolved. Therefore, the months of July and August of 1968 were spent in setting up offices, procuring equipment, interviewing staff, and organizing the program.

---

[1] Questions and Answers on Houston's Model Cities Program, Houston: Office of the Mayor, March, 1969.

TABLE I

DEMOGRAPHIC DESCRIPTION OF AREAS SERVED

School	Geo. Loc. & Transp.	Socio-Economic Status of Area Residents	Ethnic Comp. of Area Residents
Davis*[1]	IC, AT	Pred. Low	Pred. MA
Kashmere	OC, LT	Low-Middle	Pred. N
Lincoln*[1]	IC, AT	Pred. Low	Pred. N-C
Milby	IC, AT	Low-Middle	Pred. W-MA
Wheatley[1]	IC, AT	Pred. Low	Pred. N
Williams	OC, LT	Pred. Low	Pred. N
Worthing	OC, LT	Low-Middle	Pred. N
Yates[1]	IC, AT	Low-Middle	Pred. N
Elmore	OC, LT	Pred. Low	Pred. N
Smiley	OC, LT	Low-Middle	Pred. C
Carver	OC, LT	Pred. Low	Pred. N
Crosby	R, NT	Pred. Mid.	Pred. C
Drew	R, NT	Low-Middle	Pred. N
Fidelity**	IC, AT	Pred. Low	Pred. N
Galena Park**	IC, AT	Low-Middle	Pred. C
North Shore**	OC, AT	Pred. Mid.	Pred. C

R, NT = Rural, No Transportation
OC, LT = Outer City, Limited Transportation
IC, AT = Inner City, Available Transportation

C = Caucasian
MA = Mexican-American
N = Negro

* = Added 1969-70
** = Dropped 1969-70
1 = Model Cities School

Many of these activities were routine as in any new venture and were easily resolved. The matter of establishing criteria for staff and recruitment does have significance and our experience in this area is summarized as follows.

C. Staff Selection Criteria

Prior to initiating recruiting activities, some major decisions had to be made regarding the desired qualifications and other selection criteria for the counselors who would be working with the high school youth. School administrators, counselors, and others familiar with the characteristics, problems, and behavior of the youth with whom we would be working were contacted for their suggestions. A composite of the caliber and type of staff as suggested by those contacted included the following characteristics:

1) Master's or Bachelor's degree from an accredited university including at least some course work in education, psychology, or sociology.
2) Liberal exposure and experience in the open labor market in other than professional employment.
3) Varied ethnic and racial composition.
4) Personality factors indicating complete willingness to learn, communicate, and influence widely diversified groups of people, i.e., students, school personnel, business, and organized labor personnel.
5) If possible, prior experience in working with minority group youth in educational or job readiness settings.

From July 1, 1968, through September 15, 1968, more than forty persons were interviewed for the original six counselor positions. These applicants were referred from such sources as Texas Southern University, the University of Houston, the AFL-CIO and individual union locals, Texas Employment Commission, and the Concetrated Employment Program. Of the original six counselors selected, two were Negro, one was Mexican-American, and three were Caucasian. Five of these counselors were males and one was female. All staff met the qualifying criteria.

D. Curriculum

As indicated previously, certain aspects of this program were unique with regard to achieving the goals of this program. A curriculum was to be prepared to assist youth in making the transition from high school to employment or further training, and a methodology was to be developed to present this material to the students utilizing group processes in lieu of assemblies, traditional classes, or one-to-one counseling sessions. To our knowledge, little training of professional vocational guidance personnel in group processes has been done.

E. Utilization

Inherent in any experimental project are the findings and their utilization value to other areas. As a result of two years of project operation, detailed follow-up and two experimental evaluations, we feel that much of what has been learned and developed has significant value for school guidance personnel in both urban and rural areas to assist students in making the "school-to-work" transition.

The chapters which follow describe in detail the first two years' work and the last section deals with the proposed work in Phase III.

V. OVERVIEW - YEAR I

A. Activities with Students

Approximately 1234 12th grade students were selected or volunteered to participate in the Group Guidance Program during the school year 1968-1969. These students attended fourteen area high schools located in five independent school districts. Table II indicates a general description and percentage breakdown of students who participated in the program in regular sessions. The program evaluative instruments were administered to an additional 1000 non-participating students to obtain data to be utilized by the Center for Human Resources, if needed, for research analysis.

The process for selecting and scheduling students for participation in the Group Guidance Program varied greatly from school to school. Although the description of benefits to be derived by student participation in the program had been uniformly presented to all school administrators and counselors, many took different views on how the program could best be implemented in their respective institutions.

Two main areas of concern had to be resolved in each school, i.e., methods for selection and scheduling of students. Two different approaches were applied to the selection problem. In some schools, the school counselors believed that the project material was closely related to regular school subjects. Consequently, these classes were used to provide students for participation in the program. In these schools, a team of two counselors would divide four classes during a given day. Since class size is approximately 30 students, each counselor would see four groups of approximately 15 students per group. At the end of a day the two counselors would have worked with 120 students. The next day this team of counselors proceeded to school B to repeat the process, and so on. Since all groups met only one hour per week, the student missed only one regularly scheduled class period each week.

In other schools the school counselor discussed the Group Guidance Program with various teachers within the school. These teachers then invited the Group Guidance counselors into the classrooms to present the program to the students. Those students wishing to volunteer for the program did so at no risk to their grades as long as they completed their regular class assignments. Group sizes remained constant except in the experimental schools in which the staff counselor met with groups of

TABLE II

TOTAL NUMBER OF PARTICIPATING SENIORS, 1968-69

SCHOOL	TOTAL	Male		Female		Ethnic Comp. %			% of Class Served
		No.	%	No.	%	N	C	MA	
Kashmere	96	34	35	62	65	100			19
Milby	57	31	54	26	46		60	40	8
Wheatley	110	42	38	68	62	100			22
Williams	74	21	28	53	72	100			81
Worthing	113	44	39	69	61	100			24
Yates	117	55	47	62	53	100			25
Elmore	98	47	48	51	52	100			100
Smiley	87	75	86	12	14	2.5	95	2.5	17
Carver	130	69	53	61	47	100			100
Crosby	89	52	58	37	42		100		100
Drew	48	18	38	30	62	100			100
Fidelity	20	8	40	12	60	100			27
Galena Park	94	47	50	47	50		100		27
North Shore	110	68	62	42	38		100		44
TOTALS	1243	611		632					

15 and 30 students. A system of communication between the program counselors and teachers evolved in order to account for student participation in counseling sessions. Table III shows the two types of counselor schedules.

It was generally agreed upon by school and Group Guidance Program staffs that those students who could benefit most from the program were those that fit the following criteria:

1) Students who indicated that they had no post-high school plans.

2) Students whose plans seemed totally unrealistic to those teachers and counselors most familiar with their scholastic records.

3) Non-college bound students who needed motivation to complete high school.

The curricular material presented by the Group Guidance Program counseling staff to the groups throughout the school year was categorized under three headings:

1) Motivation and individual assessment processes.

2) Presentation of labor market information.

3) Processes of obtaining employment.

Material relevent to these headings was presented on the once-a-week basis for the greater part of the entire school year. The exceptions to the program length were in those schools which had nine- and eighteen-week programs according to the research design.

Many experimental techniques were utilized with respect to such areas as self evaluation, job and career analysis, interviewing techniques, and motivation factor analysis. It was emphasized that each student should consider himself as an individual who would sooner or later be applying for available employment on the basis of his interests, abilities, and aptitudes for learning and performing work. Therefore, the program staff worked with school counselors in administering and interpreting interest inventories.

The presentation of labor market information was an important phase in stimulating the students' thinking about post-high school activities. A comprehensive picture of the labor market was given by making extensive use of the Dictionary of Occupational Titles; the Occupational Outlook Handbook; other published material,

TABLE III

TYPICAL COUNSELOR SCHEDULE

SCHEDULE I: *		
MONDAY School A	4 groups: 15/group	60
TUESDAY School A	4 groups: 15/group	60
WEDNESDAY School B	4 groups: 15/group	60
THURSDAY School B	4 groups: 15/group	60
	TOTAL:	240
FRIDAY	In-service training, staff meetings, weekly reports.	

*One counselor per school; students taken from various classes any given period.

SCHEDULE II: **		
MONDAY School A	4 classes: 30/class	120
TUESDAY School B	4 classes: 30/class	120
WEDNESDAY School C	4 classes: 30/class	120
THURSDAY School D	4 classes: 30/class	120
	TOTAL:	480
FRIDAY	In-service training, staff meetings, weekly reports.	

**Two counselors per school each class divided into two groups of 15 students.

including want ads; and guest speakers. Exercises were developed and tried in the group settings which required that the students resolve labor market questions by using the resources listed above. Some of these exercises were stimulating and successful, others were not.

Important to note with regard to using resources such as the Dictionary of Occupational Titles is that the program counseling staff was simultaneously discussing particular jobs and careers, and relating information that had been discussed earlier concerning personal assessment. This was carried even further in relating regular classroom subjects, study habits, school attendance, and extracurricular activities to the world of work.

Many guest speakers from business, industry, and organized labor presented information on the labor market during the first year of project operation. During the first semester the project staff relied on speakers from firms who were contacted on an individual basis. This was a time consuming process and caused some difficulty in scheduling these representatives on an equitable basis throughout the fourteen schools initially hosting the Group Guidance Program. These areas will be covered in more detail in the section entitled, "Activities with Business and Organized Labor."

The third major area covered by project staff concerned developing expertise in techniques for obtaining employment. It has been widely indicated over the years by local employers, including apprenticeship selection committees, that because of minority youths' inappropriate interviewing behavior and poor records for taking aptitude tests, many jobs are not offered them. Accepting this at face value, the Group Guidance Program staff sought to increase the participating students' skills in these areas. Extensive use was made of role-playing for purposes of learning and practicing interviewing techniques. During many of these sessions, the staff counselors had the groups set up mock personnel offices, complete with receptionists, personnel officers, supervisors, and applicants. During these sessions the counselor sometimes took a role in the situation and at other times acted as an evaluator. Those students who did not take part evaluated the participants in terms of manners, ease of self-introduction, handshaking, eye contact, appropriateness of response, knowledge about the job being applied for, and closing remarks.

Another area which was included in this section of the project content included orienting students to different kinds of employment applications that they would eventually be required to complete. Discussions were held on the value and uses of these applications to employers. Explanations were given to the various abbreviations, questions, and terms, such as, "D. O. B." (Date of Birth), "Have you ever been refused bond?," character references, and others commonly used on employment applications.

In order to develop an understanding and provide practice in taking tests not commonly given to students, the Multi-Aptitude Test Battery developed by Psychological Corporation was used in the groups. This instrument was developed expressly for instructional purposes both for people learning to administer these kinds of tests and for those learning how to take them. The whole area of testing for employment was discussed with students and included explanations and basic differences between achievement tests, aptitude instruments, interest inventories, and other measurement tools generally utilized in employment practices.

Additional topics such as character and work references and follow-up techniques were discussed in the groups. Forms were developed by project staff for students to use in obtaining teacher references for actual use in the student placement activities to be described later in this section. Students were shown how to complete one-page resumes to highlight their positive characteristics. These were also used by students when applying for summer or permanent jobs. A sample of the resume form appears in the Appendix of this report.

Finally, in this section, the students explored and discussed sources for obtaining employment, including:

1) Texas Employment Commission and other non-profit agencies offering placement services.

2) Want ads in newspapers; methods of using and evaluating jobs listed therein.

3) Private employment agencies; advantages and disadvantages.

4) Trade unions as source guides to employment.

5) Business and industrial associations as guides for finding employment.

Speakers representing many of the above areas were invited to the schools to discuss this aspect of the program. These included representatives from Texas Employment Commission, business and industrial firms, and trade unions.

In addition to meeting with the groups during the school day, these personnel met periodically with student-faculty committees after school for purposes of enhancing the daily group activities. The student committee members were responsible for reporting the results of the committee meetings back to their respective groups. Although several of these meetings had merit, the difficulties of obtaining space after school, along with coordinating personnel and time factors, led to the termination of the student-faculty committee structure.

Since there was little standardization of the techniques employed by the Group Guidance Program counseling staff in Year I, emphasis was placed on trying to achieve free communication among group members. In this way, the solutions to the problems which the individual members might face when seeking employment or in entering an advanced training situation would then come from the group itself, rather than from the "teacher."

The counselor was not always able to handle the situations effectively, and the weekly staff meeting always included periods of reflection over the hard-to-handle events of the past week. The consultants providing the in-service training (to be covered in more detail later in this report) included theories of group analysis, as well as techniques in handling certain "charged" situations.

As the plans for the job placement activities were being formulated, it became apparent that certain responsibilities would be left to the participating students. These consisted of having certain teachers of the student's choice fill out reference forms to be used later for purposes of job placement. Additional requirements of the students included making out resumes, making applications for and taking college entrance examinations, filling out financial assistance request forms for college, and following through with employment applications.

It became apparent as early as February, 1969, that while the individual in the group might respond that he was following through with the above activities, an actual check revealed in many cases he had not. This information indicated the need for individual counseling and follow-up activities.

In most of the schools, beginning the latter part of April, 1969, individual counseling was substituted for group activities. To the extent possible, appointments were given to each participating student during the school day to see the Group Guidance Program counselor. This interview was used to ascertain the post-high school plans of the student and to determine the actual efforts made by the student toward achieving these goals. For example, if a student stated that he planned to go to college, the counselor sought to determine the name of the intended school, if the entrance tests had been taken, and how the education was to be financed. Often the counselor found that no specific steps had been taken by the students and appropriate suggestions were then made. Similar results occurred with those students who stated that they were planning on entering the labor market upon graduation. Although all students had been given reference forms to be filled out by teachers of their choice and had been urged to prepare resumes, often it was not until the individual interview that the student would become active in following through.

On the other hand, it was found that many other students had made thorough plans and had actively followed through with appropriate procedures to implement these plans. Many students stated that they had lined up definite jobs following graduation. When such was indicated, the counselor then obtained the name of the company, the type of job, wages, and other data for the student file for follow-up purposes.

During the individual interviews, supplemental information was added to student folders which were established during the fall semester for each group participant. These folders contained such data as resume forms, applications, transcripts, test results, and other pertinent information. Upon completion of the initial interview, the Group Guidance Program counselor was then able to make appropriate dispositions and accordingly set up succeeding interviews with those students who needed and requested assistance in obtaining employment. These interviews were conducted for the remaining weeks of the school year and continued in the schools even after graduation. Efforts were made to obtain employment for the students as well as to encourage them to follow through with Texas Employment Commission for purposes of job placement.

The job placement phase of the Group Guidance Program was coordinated with activities by the Texas Employment Commission, the Mayor's Job Fair, and the Group Guidance Program counseling staff. In a joint effort between the Texas Employment Commission and Group Guidance Program personnel, pre-registration activities were conducted in order to have the Texas Employment Commission application filled out and processed prior to the end of the school year. Many of those students who stated that they would be seeking summer work only were coded at the school according to the Dictionary of Occupational Titles. Those students who stated that they would be seeking entry into the labor market on a full-time permanent basis were not coded at the school due to limitations in time and Texas Employment Commission personnel. These students were encouraged to go to the Opportunity Center in order to receive an appropriate code. The cards for all of these students were placed in a special file at the Opportunity Center, and the students were told that they would be able to see a counselor immediately in order to properly complete the Texas Employment Commission application. After coding, the card was then sent to the appropriate office handling the code placed on the application.

Many Group Guidance Program students who met the economic criteria as established by the Office of Economic Opportunity obtained employment through the third annual "Job Fair." This event, sponsored by the Office of the Mayor, is a cooperative effort between such offices as the Chamber of Commerce, local businesses, the school systems, Texas Employment Commission, Vocational Guidance Service, Harris County Community Action Association, and other civic associations. The Job Fair is designed to promote on-the-spot summer employment for economically and culturally disadvantaged youth.

The third major aspect of the total placement effort for Group Guidance Program students involved the direct efforts of the program staff with the students. Early plans called for "job placement bureaus" to be set up in the schools and manned by student volunteers. Local universities were contacted in order to solicit their job orders which were not filled by university students.

Counselors determined both individual needs and gross general needs with respect to employment after interviewing students. This information was related to the employer-relations counselor of the Group Guidance Program staff. This counselor did not work with specific cases but was effective in obtaining open job orders which were then matched with students by the counselors assigned to the schools.

In summary, the participating students had numerous avenues not previously available to them for seeking employment. Of primary significance in the placement process was that organized efforts by both staff and students were initiated early in the spring semester, rather than upon completion of the school year.

B. Follow-up Activities - Year I

Follow-up procedures were initiated in July, 1969, in order to obtain data concerning employment status of the students who participated in the Group Guidance Program. The form that was developed for this purpose also included questions pertaining to student feelings about the program, its weak and strong points, and how it could be improved. These follow-up activities were independent of the research and evaluation being conducted by the Center for Human Resources, but all results and findings were shared with that office.

Data were gathered by two methods. Telephone calls were made to the residences of the participating students by a New Careerist (temporarily assigned to this project by Vocational Guidance Service - New Careers Program). A follow-up form was developed and sent to approximately eleven hundred students who had participated in the program with instructions to complete it and return it postpaid to the Group Guidance Program office.

The follow-up return rate was extremely disappointing since fewer than 35 per cent of all attempted telephone calls were completed, and only 10 per cent of the forms which had been mailed to the students were returned. Another 10 per cent of the forms were returned as undeliverable due to such reasons as "no such address," or "party moved and left no forwarding address."

It had been planned to obtain additional placement information from the Texas Employment Commission Opportunity Center during the months of July and August for those students in the Group Guidance Program who had pre-registered with them early in the spring semester. However, the confusion resulting from the closing of that office during the summer and the personnel transfers from the Center to other offices precluded accurate feedback from those persons who had worked diligently with the Group Guidance Program over the year.

Due to the limited information pertaining to employment status of the students, it did not appear feasible to develop placement tables for the first year. There was interesting and consistent feedback, however, pertaining to the students' views about the program. The strongest comments were as follows:

1) Students stated that they were most assisted by the Group Guidance Program by learning of the methods of job seeking and becoming more self-confident after participating in the program. Another strong factor, as related by a high percentage of students, pertained to their learning more about the labor market.

2) Of all the comments made about the weak points

of the program, the largest percentage stated that there was not enough classroom time allotted to the Group Guidance Program. Other significant responses under this section included remarks such as "too few outside speakers," "need for field trips," and "need for more interviewing practice and test-taking practice."

3) In response to the question, "How did your feeling about the program change during the year?," the most significant responses indicated that they had positive feelings about the program all year; very few stated that they had negative feelings; and a great many stated that their feelings went from negative to positive. Several students did not have any answer for this question.

In summary, such comments, together with the consultants' and staff's evaluation of the program strengths and weaknesses, precipitated the development of a more defined approach to be used during Phase II of the Group Guidance Program.

C. Research Evaluation - Center for Human Resources

The research team of the University of Houston Center for Human Resources interviewed approximately 140 students of Year I in December and in June, and approximately 60 control students were interviewed twice. In summary, the follow-up study did find that the experimental students did in fact benefit from participation in the program. They were more aggressive in the labor force, seemed to be better equipped to function and had higher earnings, despite the fact that they were slightly younger on the average than the control students.

The complete follow-up study, Pre-Employment Group Guidance Program: A Follow-Up Study of the First Year in Houston, points out specific successes of the first year of the program, shows areas of weakness, and brings attention to problem areas that needed to be corrected in the second year of the program.

D. Conclusions - Year I

The Group Guidance Program staff drew many conclusions independently from those of the Center for Human Resources research staff. These conclusions were generally based on subjective feedback from students, teachers, and school counselors. They merit discussion since many were borne out in reports from the University of Houston and contributed to the program development for Phase II.

As was stated earlier, the manners of presenting program content varied from staff counselor to counselor. Generally the staff followed the original curriculum outline so that there was uniformity as far as program content. The problem then was of determining effectiveness between technique and counselor personality. Furthermore, training consultants had to rely on counselor descriptions of group behavior since tape recorders were not used during Phase I. It was therefore concluded that standardized processes as well as curricular material had to be developed and tested in order to meet the objectives of this program if it was to be successfully implemented elsewhere.

A second conclusion involved the comparative results of different program time factors. It had been an early hypothesis of the project authors that in Phase I the 30-week group process would prove more effective than either the eighteen- or nine-week group sessions. Individual counseling with students had been implied in the original proposal, but not specifically put into the counselor schedules. When this activity was initiated early in the spring semester it became apparent that significant numbers of students had reflected "acceptable" goals during the group sessions, such as plans for college after high school; however, when they were alone with the counselor they indicated opposite plans. Other versions of this theme included statements by students while in the group sessions to the effect that they had made and were implementing post-high school educational plans, or had commitments for employment. In all too many cases, when an attempt was made to verify these plans, the information turned out to be false, indicating to this staff that more time must be allowed with students on an individual basis than was being allowed with the 30-week group process schedule. In conclusion, the most successful approach for Phase I which concerned only 12th grade students, employed an 18-week fall semester group schedule, followed by individual counseling the second semester.

Relative to the above conclusion were comments made by employers and school personnel concerning the importance of involving students in this type of program prior to their reaching the 12th grade. Students themselves stated that they would have welcomed the opportunity to have participated in occupational awareness programs as soon as they entered high school.

Finally, of paramount importance to any success of the program during the first year was the direct involvement of community resource personnel concerned with employment and post-high school training. The Group Guidance Program staff was strongly impressed with the idea that most of those high school students who indicated post-high school plans other than college (and there were many in this category) did so with insufficient or erroneous information about current and future labor market trends. It must be assumed that this information was contributed by parents, relatives, friends, and sources other than professional guidance counselors. The business community, organized labor, and employment resource involvement in the school setting did much to reinforce the school and Group Guidance Program counselors' efforts to expand the students' knowledge of the world of work. Ultimately, these career counseling sessions also increased the students' realization that many people representing employment were "human" after all.

VI. ACTIVITIES - YEAR II

A. Program Development

In June, 1969, several staff meetings were held to determine a consistent method for presenting the content of the Group Guidance Program. These meetings were attended by the training and evaluation consultants and all staff with the project at that time.

After exploring several alternatives, a decision was made to develop a series of problem situations (cases) about people and employment. Over twenty cases and situations were developed by the staff with the assistance of the training consultants. Each case dealt with one or more aspects of the four major content areas of the program, i.e., self-awareness, labor market information, techniques for obtaining employment, and proper work attitudes.

Once developed, the cases were pre-tested with enrollees of the Vocational Guidance Service - Job Opportunities for Youth Program. These pre-testing sessions were beneficial from two points of view. First, by recording and analyzing the interaction and decisions made by the JOY trainees, the staff could determine whether or not the cases elicited the desired responses. Second, the sessions proved to be excellent training for the Group Guidance Program staff. The training consultants made critiques of the tape recordings of the JOY trainees which proved valuable in coaching sessions on group dynamics and processes. These early experiences paved the way for a more structured and improved in-service training program for Phase II. It was decided that cassette tape recorders would be used by the counselor to record each session throughout Phase II.

A "company concept" also evolved which called for the resolution of these problems from management's point of view. It was decided to "invent" a specific company in order to achieve maximum identification and continuity. For added realism, Ambox Inc., a Houston firm, allowed the project staff to take approximately fifty 35mm slides depicting people engaged in a multitude of employment situations. The company employs 120 persons in many skill, professional, and clerical areas. The pictures included these people in a variety of work activities such as actually performing a specific job, punching a time clock, applying for employment, interviewing for a job, going to the company cafeteria, and even "goofing off." In addition, the slides included production materials, production processes, and some finished products being shipped to the consumer. Each slide was made with the intention that it could be used more than once during the course of the program to illustrate a case.

A summary of the final curriculum developed for Phase II is as follows:

1) Techniques of Finding Employment (Four Weeks)
    a. appropriate completion of applications,
    b. development of resumes,
    c. practice of interviewing techniques.
2) Current Labor Market Information (Four Weeks)
    a. introduction of the company concept,
    b. assumption of management role by students.
3) Knowledge About Self-Evaluation (Six Weeks)

Section 3 of the curriculum included exercises depicting the relationships between personal experiences, scholastic achievement, and individual areas of interest. Cases were also developed to point out different problems employees have in the world of work. Examples included employee tardiness and interpersonal relationship problems.

There was enough flexibility in the curriculum to allow for some creativeness on the part of the counselor. Films, practice in taking personality inventories and aptitude tests, field trips, and general discussion about school and/or work were included in the overall process.

B. Activities in the Schools

The Phase II budget called for employing six additional counselors in order to extend the program to include 11th as well as 12th grade students. The criteria for staff selection were the same as described in Section IV.

Tables IV and V indicate the schools and number of participating students in each grade. Two new schools, Jefferson Davis Senior High School and Abraham Lincoln Junior-Senior High School, were added because they are both located in the Houston Model Cities target area. Three schools were dropped from the program during Phase II. These schools were North Shore, Galena Park, and Fidelity Manor High Schools. Fidelity Manor was merged with Galena Park High School to satisfy Health, Education and Welfare integration guidelines. The other two Galena Park schools were terminated during the course of the year due to scheduling difficulties with group sessions.

TABLE IV

TOTAL NUMBER OF PARTICIPATING JUNIORS, 1969-70

School	Total	Male		Female		Ethnic Comp. %		
		No.	%	No.	%	N	C	MA
Davis	167	55	33	112	67	23	9	68
Kashmere	130	42	35	88	65	100		
Lincoln	28	16	57	12	43	100		
Wheatley	152	72	47	80	53	100		
Williams	142	67	47	75	53	100		
Worthing	169	81	48	88	52	100		
Yates	162	71	44	91	56	100		
Elmore	68	31	46	37	54	100		
Smiley	55	29	53	26	47	33	60	7
Carver	151	83	55	68	45	100		
TOTALS	1224	547		677				

TABLE V

TOTAL NUMBER OF PARTICIPATING SENIORS, 1969-70

School	Total	Male No.	Male %	Female No.	Female %	Ethnic Comp. % N	C	MA	% of Class Served
Davis	58	16	28	42	72	5	9	86	20
Kashmere	149	78	52	71	48	100			36
Lincoln	61	22	36	39	64	100			100
Milby	93	39	42	54	58		52	48	15
Wheatley	68	40	59	28	41	100			38
Williams	49	17	35	32	65	100			25
Worthing	112	67	60	45	40	100			25
Yates	105	44	42	61	58	100			25
Elmore	101	59	58	42	42	100			94
Smiley	126	56	44	70	56	26	71	3	26
Carver	152	63	41	89	59	100			100
Drew	48	18	37	30	63	100			100
TOTALS	1122	519		603					

The selection process of students and scheduling arrangements during Phase II were identical to those described in Section V. With the exception of the Galena Park schools and the new schools in the Houston Independent School District, the process was much more efficient since the program was already well established, and students often requested to be involved in the program. In the two new Model Cities schools, the counselors were introduced by the principal as school staff. This facilitated the process of gaining the confidence and respect of the school personnel in order to elicit their cooperation in helping with student selection and scheduling.

C. Group Processes

The curriculum which was developed over the summer was presented without significant variation to both the 11th and 12th grade students. In each school, during the fall semester, approximately 120 12th grade students met weekly in groups of 15. The content presented to the seniors during this semester provided them with basic information for making post-high school plans. These same students were seen on an individual basis during the spring semester, at which time the students were assisted in implementing their plans.

Approximately eighty junior students in each school were involved in group sessions in the fall semester and an additional 80 in each school were seen in the spring semester. Therefore, at the end of Phase II, approximately 160 11th grade students per school had been exposed to the Group Guidance Program curriculum. These students are to be seen again during Phase III as outlined on page 47 of this report. It is expected that some losses will occur due to natural attrition (drop outs) and transfers to other schools.

During the first week of the group sessions, the students were informed of the nature and goals of the program, the group process was explained, and a case was presented. At that time, students chose whether or not to remain in the program. In the second session the students were given a "Qualification Record" (similar to an employment application) to complete as accurately as possible. When the forms were completed, the counselor discussed the terminology used and corrected the mistakes made by the students. Many of the students lacked specific data required on the forms. They were given new blank forms to complete at home and return to the counselor the following week. The completed forms became a part of the student files for future placement data. This exercise gave the students a basis for evaluating applications and resumes on the "case characters" in later sections of the curriculum.

The "company concept," as outlined in the section titled "Program Development," was presented in the next session. The students were shown slides while listening to a taped narration describing "their company." After a short question and answer period, the counselor allowed the group five minutes to name "their company." This name was recorded and remained the same for the remainder of the semester.

The basic format for presenting the cases was standardized and consisted of four phases or parts. First the counselor greeted the group and made brief comments reiterating the previous session. Next the counselor discussed the problem of the day, defined the roles the students were to assume, e.g., personnel selection board, foremen, supervisors, fellow workers, etc. After supplemental background data were given by the counselor, the group was then charged to solve the problem by interacting with each other within the prescribed time limit. The third phase of the period required the students to relate and justify their decision to the counselor. This was usually done by a representative from the group. However, as the group became more cohesive, it was possible for most of the group to participate in this part. The final portion of the period was spent in summary discussion. Here the counselor reviewed the group's decision and brought out additional data. Resource materials--sources for additional information--concluded the group session.

A unique approach in presenting summary feedback was used. When students had to decide between several applicants for a vacant position with "their company," tape recordings made by members of the Houston Personnel Association solving these same cases were played for the group. During these sessions the students compared their responses to a professional decision. In addition to the case situations, other techniques such as role-playing, films, field trips for seniors, and limited use of guest speakers were employed.

D. Individual Counseling and Placement Activities

It was established during Phase I that most of the 12th grade students needed reinforcement, support, and access to specific information which could only be provided in individual counseling sessions. It has been noted earlier in this report that individual folders had been set up for every participating student in the Group

Guidance Program. It was explained to the students during the group sessions when these folders were established that they would be responsible for providing the necessary information in order to assist the staff in implementing the students' post-high school job placement plans. In addition to the previously mentioned information in the files, the seniors were asked to obtain recommendations from teachers and other school personnel, and work references (if they had been previously employed).

All senior students were interviewed during the spring semester, with the school personnel helping the Group Guidance Program staff arrange times for each student to be seen. From the information obtained in talking with the student during the initial interview, the counselor was in most instances able to compare the student's stated objectives with his achievement records, interest profiles (if available), and other objective data. A prognosis was made on each student and was used as a determining factor for subsequent counseling sessions.

Basic placement procedures implemented in Phase I did not change significantly in Phase II. They were, however, greatly improved due to the efforts of the employer relations counselor and the additional time allotted for individual interviews.

For those students who indicated they would be entering the labor market on a permanent basis, arrangements were made with the Texas Employment Commission for pre-registration. One of the Texas Employment Commission representatives who worked with the program the first year was assigned to set up and coordinate the second-year activity. Teams of Texas Employment Commission personnel and the Group Guidance Program staff interviewed students and coded their applications according to the Dictionary of Occupational Titles. Upon receiving their Texas Employment Commission identification cards, these students were urged to visit the appropriate Texas Employment Commission office prior to graduation to meet with the interviewers who would be working in job placement.

Forms were developed for recording information on students who desired permanent employment. These forms contained information such as the type of employment desired, when they would be available for employment, methods of transportation, salary desired, working hours, etc. Copies of these forms were routed to the employer relations counselor for job development purposes. Staff counselors referred students to prospective sources of employment as early as March and April.

The individual interviewing of 12th grade students was greatly expedited in several schools with the assistance of two graduate students from Texas Southern University. These students were assigned as interns to the Group Guidance Program to fulfill their field experience requirements for a master's degree in guidance and counseling. Both students were experienced teachers and had little difficulty in adjusting to the goals of the program. It is anticipated that more interns will be used in Phase III.

Another job placement method of benefit to many of the project participants was the annual Mayor's Job Fair as described on page 25. This year, however, the Group Guidance Program staff was responsible for conducting the student orientation program held in participating schools.

E. Group Guidance Program Follow-up Activities - Phase II

As occurred in the final week of Phase I, follow-up activities were initiated by Group Guidance Program staff independent from the Center for Human Resources research team. Although these efforts were conducted from the project office, all results were made available to the Center for Human Resources staff.

At the conclusion of the school year the Group Guidance Program staff of twelve was divided into three committees. One committee was responsible for continued student placement, another for curriculum development for Phase III. The third committee was responsible for implementing follow-up procedures for Phase II.

The Group Guidance Program follow-up committee and the research consultant designed a new follow-up form. Follow-up forms were sent to the 1122 seniors. These forms designated a specific deadline for their return to the project office. If the forms were not received by that date, students were contacted by telephone. In order to maximize the student contact rate, staff hours were changed so calls could be made until 7:30 p.m. Approximately 410 follow-up contacts were recorded by telephone. This information came from either the student himself or someone living at his home.

It should be noted that the placement committee worked throughout the summer with those students who indicated they needed help in finding employment. Tables VI, VII, VIII and IX summarize the post-high school employment and/or training status as determined by follow-up during the months of June, July and early August. Of the 1122 12th grade students who entered the program, responses were obtained from 857. The committee was unable to contact 230 students; an additional 35 dropped out of the program or school during the year. Table IX reflects only the number of verified salaries as reported by the students.

F. Evaluation Year II - Center for Human Resources

The following information is taken from the final report entitled Pre-Employment Group Guidance Program: An Evaluation of the Second Year in Houston, prepared by the University of Houston Center for Human Resources.

On the basis of the data analyzed by the Center for Human Resources, several conclusions were offered:

1) The Group Guidance Program appeared to significantly increase the participants' knowledge of the world of work.

2) Participation in the Group Guidance Program did not appear to influence attitudes toward work and social mobility as measured. In the opinion of the Center for Human Resources this was a function not of the program but rather of the level of attitude measured by the instruments selected.

3) All subjects showed favorable attitudes toward work and social mobility, but the attitude toward social mobility was the more positive attitude.

4) The results of the interviews indicated an extremely favorable attitude toward the Group Guidance Program on the part of the students involved; classroom discussions and case conferences were the most popular aspects of the program.

It is very clear from the analysis reported that the second year methodology on the Group Guidance Program was far more successful than the first year methodology. The interviews with the participating students showed a far greater degree of interest, enthusiasm, motivation and involvement in this second year program than in the first year program. In terms of the data collected from the student interviews, the program would have to be rated as a very satisfactory success.

In addition to getting the students excited about their world of work entrance, the program did significantly improve their world of work entry skills. The pre and post program measure differences found in the participating students and not in the non-participating students evidence this gain. There is no question but that the program had a significant motivational and cognitive effect on the students.

It is the general evaluative summary of the Center for Human Resources that the second year of this program was a success in respect to the knowledge and motivational effects on the students, staff adequacy, program-school relationships, and program relevance to needs of youth in transition from school to work. The general enthusiasm of the school district personnel for the program further evidences the overall acceptability of this approach to pre-employment counseling.[1]

---

[1] Steven J. Mellon, Jr. and Joseph E. Champagne, Pre-Employment Group Guidance Program: An Evaluation of the Second Year in Houston, Houston: Center for Human Resources, University of Houston, Summer, 1970.

FOLLOW-UP ACTIVITIES

TABLE VI

Students entering permanent employment including military service.

	Male		Female		Cauc.		Mex. Am.		Negro	
	#	%	#	%	#	%	#	%	#	%
Employed	98	65	79	45	26	70	15	43	136	54
Unemployed	52	35	95	55	11	30	20	57	116	46
TOTAL	150	100	174	100	37	100	35	100	252	100

TABLE VII

Students presently in or will be entering training.

	Male		Female		Cauc.		Mex. Am.		Negro	
	#	%	#	%	#	%	#	%	#	%
Employed	145	60	96	33	27	55	22	47	192	44
Unemployed	99	40	193	67	22	45	25	53	245	56
TOTAL	244	100	289	100	49	100	47	100	437	100

TABLE VIII

Break-down of training.

	Male		Female		Cauc.		Mex. Am.		Negro	
	#	%	#	%	#	%	#	%	#	%
College	155	63	155	54	26	53	21	45	263	60
High School	37	11	41	14	8	17	3	6	67	15
Voc./Tech.	52	26	93	32	15	30	23	49	107	25
TOTAL	244	100	289	100	49	100	47	100	437	100

TABLE IX

SALARY GROUPING BY SEX AND RACE

	No.	M	F	N	C	MA
4.00 - 4.24	1	1	0	0	1	0
3.75 - 3.99	2	2	0	0	2	0
3.50 - 3.74	4	4	0	3	1	0
3.25 - 3.49	47	46	1	47	0	0
3.00 - 3.24	0	0	0	0	0	0
2.75 - 2.99	8	6	2	5	1	2
2.50 - 2.74	10	9	1	5	3	2
2.25 - 2.49	29	24	5	23	3	3
2.00 - 2.24	43	30	13	30	9	4
1.75 - 1.99	62	24	38	52	7	3
1.50 - 1.74	110	43	67	80	16	14
1.25 - 1.49	21	11	10	17	4	0
1.00 - 1.24	1	1	0	1	0	0
Under 1.00	4	0	4	2	2	0
TOTAL	342	201	141	265	49	28

VII. ACTIVITIES WITH BUSINESS AND ORGANIZED LABOR

Direct involvement between the Group Guidance Program schools and the private sector was limited in the early stages of Phase I. This was due in part to the one-year delay of the original project starting date. Many of the contacts that had been made with business and labor organizations while the program was being designed had dissolved by June, 1968. Consequently, one of the early objectives of the program staff was to reestablish commitments with these organizations.

A few operational questions needed to be resolved early in the program. One required a decision whether to involve specific companies and labor unions or to invite representatives from trade, commercial, and labor associations. This resolved itself for at least part of Phase I since cooperation could only be obtained from individual employers. These were usually owners of relatively small, but thriving companies seeking potential employees. However, some support also came from representatives of Civil Service, Humble Oil, International Business Machines, and other corporations frequently involved in public relations and education. In December, 1968, the Houston Personnel Association (with some two hundred members), the Houston Council on Merit Employment (approximately sixty-seven companies), and the AFL-CIO Human Resources Development Institute agreed to work with the program staff.

The second problem concerned scheduling. Businessmen and company representatives preferred to meet with large groups of students in order to economize their time. Previously these meetings were usually in the form of school assemblies. Agency experience had been that this method of presentation seemed to stifle questions from the students, limiting positive interaction processes.

The program activity with business and industry was expanded significantly during Year II. The schools continued to have a limited number of guest speakers, but emphasis was placed on field trips. These on-the-site visits for 12th grade students gave them first-hand information about actual work being performed, and in addition, enabled them to talk with employees and employers. The companies which sponsored the field trips were actively recruiting. This was evidenced by their taking time to go into each Group Guidance Program school and administer their pre-employment tests to those students who visited their companies. After these tests were scored, those students who passed the tests were invited for an interview and given a commitment for employment upon their graduation from high school.

It is the consensus of the Group Guidance Program staff that these field trips were far more beneficial in preparing the students for the labor market than in-school lectures by company representatives. It is felt that continued contact with the private sector will keep the counseling staff up-to-date on labor market information which can be incorporated into the curriculum and continually be reflected to the students.

The area manpower representative of the Human Resources Development Institute, which was created through a contract between AFL-CIO and the Department of Labor, constantly keeps this project staff aware of opportunities which exist for minority groups in Houston. It is anticipated that through a continued, closely coordinated effort between the Human Resources Development Institute and this project, during Phase III, positive advances should be made with respect to the acceptance of minority youth in previously inaccessible apprenticeship positions.

VIII. ACTIVITIES WITH CONSULTANTS

During Phase I of the program, the in-service training by qualified consultants relied heavily on sensitivity training in an effort to teach group dynamics techniques to the staff. The areas covered included:

1) Techniques in the utilization of human resources -- The philosophies, history, and development of standard techniques as used in schools, guidance programs, and industry were explored.

2) School operational systems -- Information covered in this area included hierarchical arrangement, lines of communication, administrative machinery, and roles of the school counselor.

3) Labor market information -- Consultants from industry and the University of Houston were utilized to give the staff a practical and academic understanding of the labor market. This area was combined with "techniques in the utilization of human resources" to bring about an understanding of recruiting and selection processes, as well as a knowledge of the strengths and weaknesses in these processes. Training was also provided in the use of the "tools of the trade," i.e., the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and the many sources used throughout the year in carrying out this program.

4) Community resources -- Training in this area included exploring public and private, non-profit welfare agencies; new manpower training programs as represented by Neighborhood Youth Corps; M.D.T.A. Programs; and others. Information pertaining to vocational rehabilitation services was included. Special programs sponsored by local universities and junior colleges were also covered.

5) Tests and measurements -- Clinical and industrial psychologists were utilized to cover the philosophies and practical uses of achievement, aptitude, and interest tests. Both clinical and industrial uses of these instruments were discussed. A battery of tests suitable for the purposes of the Group Guidance Program was developed as well as individual student profile forms. This profile sheet includes area for percentile scores for each of the above classes of measurement.

6) Counseling techniques -- This area has been one of the most consistent aspects of training by staff consultants. The consultants who have conducted the on-going in-service training in this area have stressed means by which measurements can be interpreted to groups as well as to individuals, leadership techniques, and group analysis techniques. Included in this area of training was the development of expertise in group counseling with special emphasis on minority group students. Techniques utilized by the consultants have included role-playing, case analysis in staff conferences, "brain-storming," and others.

After an evaluation of the first year of in-service training, it was felt by both the staff and consultants that in order to prepare the staff to conduct groups in the schools, it would be necessary for the staff to participate in task-oriented sessions geared toward discussions about occupations and/or employment similar to those being presented to the students. This evaluation resulted in restructuring the in-service training format. The new outline included various methodologies to be used by the consultant in order to present the training program.

The general procedure for Year II in-service training in group dynamics included a presentation of the following:

1) self-analysis;

2) task and maintenance function in groups;

3) ways of looking at groups;

4) role analysis;

5) T. V. role-playing, feedback, and evaluation;

6) stages of group development;

7) leadership theory;

8) role-playing;

9) self- and role analysis.

As a variation of teaching techniques, the consultants asked each counselor to tape record all their sessions in the schools. During in-service training critiques were made of these tapes by the consultants and staff members. Constructive criticism and evaluation enabled the staff to continuously improve their techniques.

The use of video-tape was another training method incorporated in the second year. The majority of the staff had an opportunity to see and hear themselves function as a group participant and a group leader. These sessions were also evaluated by the consultants.

The third part of the training was a lecture-based service by the consultants. Their presentation included basic theories of group dynamics, suggested readings, and lecture discussions about problems and/or questions counselors were incurring in the schools.

It is feasible that effective short-term training programs in the area of group dynamics can be conducted by experts in the field. These training sessions can be used by anyone desiring to implement a program similar to the Group Guidance Program. It is the consensus of the project staff that this type of training has been vital to this program.

IX. PLANS FOR YEAR III

A. Activities In the Schools

The Group Guidance Program will be modified to actively serve up to 2950 youth in ten senior high schools. A breakdown of students to be involved in the third year of operation of this program is as follows:

Name of School	Student Body Ethnic Composition	Number Participating 10th	11th	12th
Jeff Davis	Integrated*	160	160	120
Worthing	Negro	160	160	120
Williams	Negro	160	160	120
Elmore	Negro	160	160	120
Carver	Negro	---	160	120
Yates	Negro	---	160	120
Wheatley	Negro	---	---	120
Lincoln	Negro	---	---	80
Kashmere	Negro	---	---	120
Smiley	Integrated**	---	160	120
		640	1120	1160

* Predominantly Mexican-American
** Predominantly Caucasian

The number of students to be served as designated by this chart does not include those students who will be involved in the evaluation aspects of the program conducted by the University of Houston Center for Human Resources.

B. Activities With Students

With each subsequent phase of the project, the need for involving students at the 10th grade level is reinforced. It has been generally found that the students need more exposure to the informational aspects of the program than is possible to present in one-hour weekly meetings for one semester in the 11th grade.

A study on teenage employment published by the Center for Human Resources of the University of Houston in 1969 reflected strong evidence both from employers and employed youth that those youth who had summer and after-school work experiences were more successful in entering the labor market upon graduation than students who did not work while in school.[1] Therefore, in addition to the informational aspects to be presented to the 10th grade students during Phase III, individual counseling and assistance in obtaining after-school employment will be provided to students. As in Phases I and II, strong efforts will be maintained to insure that this aspect of the program will not interfere with the academic process or conflict with parental wishes.

Eighty 10th grade students in each of the four schools will be selected by the school counselor from study labs to form the groups. These groups will meet one hour per week for approximately sixteen weeks (slightly less than one school semester). The process will be repeated with 80 additional students during the spring semester. Thus, at the end of the school year, up to 160 10th grade students will have participated in the group process in each of the four schools. The curriculum will include segments of all topics with emphasis on the following areas:

1) Motivation
    a. Explore things one should know about himself in order to plan for future employment.
    b. Explore the relationship of academic subjects and extra-curricular activities to the world of work.
    c. Explore ways people earn livelihoods.
    d. Explore the relationships of individual study habits, school attendance, etc., and how they can influence future employment patterns.
2) Self-analysis
    a. Help students discover their abilities, aptitudes, and occupational interests.
    b. Demonstrate the relationships of the above areas to the current labor market and its predicted trends.

---

[1] Champagne, Op. cit.

c. Provide information for the utilization of self-awareness in planning for further education and training.

3) Improvement of School Studies

a. Explore factors affecting grades, studies, and attitudes toward school and classes.

b. Determine and analyze scholastic requirements for various types and levels of employment.

Group counseling sessions will be the main vehicle for presenting the material in the 10th grade curriculum, with visual aids, employer resource personnel, and field trips used as supplemental methods. Exercises will be presented to the students which will require their working together in task-oriented situations focused on the curricular material as stated above.

It is planned to involve the 11th grade students in Phase III using the schedule developed during Phase II. This means that in those high schools where 11th grade students will be involved, as indicated on page 47, 80 students will participate in group sessions during the fall semester and 80 additional 11th grade students will participate during the spring semester to total 160 students per school during the year.

The curriculum for the 11th grade students, based on the "company concept" as designed during Phase II of the project, will place emphasis on the following areas:

1) Personal Attitudes and Habits

a. Investigate work habits and patterns of work.

b. Investigate employer-employee relationships, e.g., understanding lines of communication and command and their relationship in production of goods and services.

c. Practice in inter-personal relationships, e.g., exercises indicating the significance of how working with others is important to maintain employment. (To be continued from the 10th grade curriculum.)

2) School and Its Relationship to Occupations

a. Continue the 10th grade activities of exploring school courses and their application to the world of work.

b. Demonstrate the relationships of educational achievement to occupational levels.

c. Review resources for various types of education and training beyond high school.

d. Investigate college entrance requirements.

3) Application for Employment

a. Provide practice in filling out employment applications.

b. Encourage neatness, completeness and correct spelling on employment applications.

c. Encourage students to think about types of jobs for which they might apply.

d. Promote tolerance for typical questions asked on application forms.

e. Provide an opportunity for students to decide on and review necessary application information.

4) Application/Interview

a. Help students determine where to apply for employment and for what positions.

b. Examine proper methods of dress, including neatness and cleanliness.

c. Develop proper interview habits.

d. Provide information about types of questions and answers generally called for during interviews.

5) Screening Tests

a. Provide information regarding types of employment screening tests.

b. Reduce test anxiety of students who are ordinarily fearful of evaluative and screening instruments.

c. Allow practice in test taking in order to reduce failures due to anxiety factors.

d. Help students determine their employment potential.

6) Employment Seeking Activities

a. Review types of jobs available.

b. Survey labor market for expanding horizons.

c. Provide information about how to locate employment.

d. Encourage students to match abilities, interests, and aptitudes to job requirements.

There will be significant differences in working with 12th grade students during Phase III of the Group Guidance Program. Those students who were seen in groups during the 11th grade (approximately one hundred and sixty students per school) will be scheduled for counseling sessions starting in the month of September, 1970. The majority of counseling and guidance activities with the 12th grade students will be on a one-to-one basis. Exceptions to this will be when the counselors plan small group meetings for refresher purposes. These sessions will provide assistance in test-taking techniques, interviewing, and other procedures for obtaining employment.

It is expected that a large percentage of the senior students will need individual counseling in order that they can better finalize their post-high school plans and will require assistance in implementing those plans. This will be done by completing an initial interview form which requires the Group Guidance Program counselor to compare the student's statement of post-high school aspirations with his grades, test data, and other information. Thus, the counselor can plan the frequency for subsequent individual counseling sessions with the student.

The additional time provided by the above proposed schedule will also enable the Group Guidance Program counselor to more effectively schedule parent interviews when necessary. It has long been apparent that the success of this program could be enhanced if much more time could be given to involving parents of participating students. These parents often have their own outmoded or inadequate ideas about the current labor market. Therefore, they often work at cross purposes with counselors and employer resources in terms of providing concrete career information for their children. Many more individual interviews with the parents than have been done in the past will be scheduled in Phase III, either at school or in the homes of participating students in order to discuss on-going counseling and guidance